



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

longed subjection to such teaching produces a type of mind only too common nowadays, which is the despair of the real educator. . . . The idea the pupil has of home work is to pore over a text till certain phrases or names have clung to the memory; in school his mind is as torpid as a stagnate pond. . . . Most disastrous of all, the pupil is all the time under the impression he is doing his best, and his idea of work becomes synonymous with his idea of drudgery" (p. 158)..

Altogether we commend the book as a most suggestive presentation of certain phases of educational theory from the point of view of functional or activity psychology.

IRVING KING

UNIVERSITY OF MICHIGAN

The Life of Alice Freeman Palmer. By GEORGE HERBERT PALMER. New York: Houghton, Mifflin & Co., 1908. Pp. 354. Price, \$1.50 net.

To have one's life a definite contribution to the significant complex forces in modern social life and then to be the subject of a biography so well formed that it perpetuates that contribution is the fortune of few men and of fewer women. This is one of the rare books which one wishes to share with many others. Opportunities for it to be a pleasure and help to readers, young and old, will not be uncommon. We do not have many educational biographies of distinctly literary character—in this case there is not only this merit but the school in wide range is only a major interest in the larger social situation.

Many friends of Alice Freeman feared when she married that her larger usefulness would be lost in her personal and family life. While all had occasion to realize how far this was from the actual result, yet the later chapters of the present book surprise even those who were close at hand, by the multifarious interests and activities which were forwarded by Mrs. Palmer during the fifteen years of her married life. Professor Palmer discusses these as well as the questionings referred to and his own part in her life with such frankness and yet delicacy as will serve to remove the last doubt. Had the work no other function than to serve as a contribution to the all too small shelf of books outside of fiction dealing with life in marriage, it would deserve and receive a wide reading. The reasons given for the writing—"the insatiability of love, the general desire for portraiture, the rights of history"—are followed by the sentence, "Since I can no longer talk with her, I would talk of her and get the comfort of believing that even now without me she may not be altogether perfect."

The life is treated in four sections—family life, from birth, 1855, to the time of entering Windsor Academy, 1865; the expansion of her powers, up to her graduation from Michigan University in 1876; her service of others, up to her marriage in 1887, and lastly, expression of herself, up to her death in 1902. In each period one is impressed by the problems it contained, such as hardship, decision between pressing responsibilities and opportunities, also by the persons and places concerned. All these are vividly present to the reader—one does not need to know Ann Arbor, Wellesley, Cambridge, and Boxford to share in the home sense given to them. The extent to which it is made pos-

sible to participate in the Sabbatical year journeyings is another delightful feature.

Apart from what has been mentioned there are the more direct touches in which one gets at Mrs. Palmer's communication of thought. A number of pages are given to verses written by her and known to her husband only after her death. In various places are given her ideas on co-education, woman suffrage, the religious life of students, the organization of the curriculum, etc. Of value too are the results of the close study given to her methods of working and studying, by her husband. It is to be regretted that there is no index, for so many passages refer to matters to which the reader wishes to turn again, and these are not easily found in a work of this nature.

Naturally interest centers in Mrs. Palmer's organizing and administrative experiences at Wellesley in which she did pioneer work. One is reminded of the work of Frances Willard in the woman's college at Evanston more than a decade earlier. (See *Glimpses of Fifty Years*, 1889, by Frances E. Willard.) Both books will make good reading for the many young women who are concerned in administrative work today. The later life in which the claims of state, philanthropy, school, and home were met with remarkable balance is equally of direct value to those who have similar problems. There is a temptation to enumerate other special interests but this biography can belong to no class or classes—it will serve many interests. In the same way there are in every chapter striking passages that call for quotation but the reader must take the book as a whole.

F. A. MANNY

WESTERN STATE NORMAL SCHOOL
KALAMAZOO, MICH.

Graphic Algebra. By ARTHUR SCHULTZE, PH.D. New York: Macmillan, 1908. Pp. viii+93. \$0.80.

This author has done a real service to teachers of algebra in presenting so clearly and concisely the beauty and usefulness of graphic methods. Many teachers still feel that graphic work is a mere fad, and this book should help largely in dispelling that false idea. A boy who goes into engineering or any kind of applied mathematics, and has not been fortunate enough in his early training to be introduced to this phase of work, at once finds that he is out-classed by his competitors and that his ignorance of this most elegant and useful tool is largely responsible for it. Graphic work should begin with the first introduction to simultaneous equations and should continue throughout every subject as long as mathematics is studied. It is not a fad; it is a tool which if properly understood will throw more light on dark places in mathematics than almost any other means. The failure of many teachers to appreciate this results from their own lack of training and acquaintance with the practical side of mathematics and from their attempt to crowd too much graphic work into the early part of the course. It has a simple side and elementary uses. These, and these only, should come early, but having once been introduced, there should be a continual and gradual development—never ceasing as long as mathematics continue. Dr. Schultze's little book develops in illuminating manner all of the